

# CHILD-WELFARE MAGAZINE

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## WAR SERVICE OF MOTHERS

**Do not neglect the care of the children but double your efforts in their behalf.**

**Stand by the boys in Army and Navy. Give them all the inspiration, all the love, all the cheer that is possible.**

**Save the babies.**

**Help the erring boys and girls. Stand by the government. Work with it. Sacrifice, think, plan to be helpful wherever the way opens.**

**Remember that God rules the universe, that His Kingdom is an everlasting Kingdom and His dominion from everlasting to everlasting, that through tribulation and sorrow life's greatest lessons are learned.**

**Learn the lessons the war is teaching. Apply them to life—that children and children's children may not have to meet the same trials that have come this generation.**

## President's Desk

Parent-Teacher Associations and Mothers' Circles in membership in the National Congress of Mothers and Parent-Teacher Associations are entitled to certain literature annually. Thousands of them do not receive it because of the fact that the officers of the Associations do not send their names and addresses and names and addresses of the members to the National Office, and to CHILD-WELFARE MAGAZINE. It is impossible for members to retain their interest or to participate in the great work of the Congress unless they can be in touch with the messages which are given out constantly from the National Organization and through the Department Chairmen.

**Attention, Officers and Members of Parent-Teacher Associations and Mother's Circles!**

Letters from many officers of Parent-Teacher Associations indicate their earnest desire for help in making their programs for the coming year. Just as each year brings thousands of new pupils into the schools, so it is equally true that fathers and mothers who have little or no definite knowledge of the school or its methods and its management are also brought into the parent-teacher associations.

**Programs for Parent-Teacher Associations**

Each year it is therefore advisable and useful to devote some of the first meetings to a clear explanation of the management of the school system, to its good points and its deficiencies.

Conditions differ much in different places. Parents can be of real help to the schools by understanding what they have to work with, and what is expected of them. They will be fairer to the teachers and the board of education when they understand their duties and their handicaps.

A Parent-Teacher Association can promote its own power of service by outlining in the beginning of the year the important points to be covered at the meetings.

The child is the underlying vital purpose for which the school and home are allied in the Parent-Teacher Association. The general plan of the programs would therefore cover the management and assets of the educational system in order to enable parents to give intelligent sympathetic coöperation; the home possibilities and practical lines of coöperation; the nurture and care of children from infancy to maturity; the community conditions affecting children; the continuance of education after school days are over.

The points of view of both parents and teachers are needed to bring educational work up to its highest efficiency. Teachers are helped by knowing how the school reacts on the child in the home, and the school may be greatly helped by having parents know how the home reacts on the child in school.

It is therefore advantageous to keep the Parent-Teacher Association true to its real purpose, viz: intelligent coöperation for the welfare of the children in home, school and state—and study of child nurture.

The outlines of six programs for the coming year are given in this issue of the magazine. Others will follow.

Lieutenant Clarence E. Allen, Jr., son of Mrs. Clarence E. Allen, of Salt Lake City, one of the National Board of National Congress of Mothers, has given his life to his country. His parents were notified that he was killed in action, July 15. That Lieutenant Allen had been

**Died on the Field of Honor in Thick of Fighting** in the thick of the fighting was indicated in a letter received by the parents in which the lieutenant stated that he had been to the fighting front twice. On the first occasion he and his company had made an advance of several hundred yards into the enemy's territory and held this position two days.

Lieutenant Allen was born November 18, 1891. He fitted for college at Salt Lake Academy and attended Pomona College in southern California. He entered Yale in the class of 1913 and graduated with that class. He was a Phi Beta Kappa man, a member of the Zeta Psi, of the Skull and Bones, on the swimming and wrestling teams and on one of the big crews that rowed against Harvard.

After graduation from Yale he spent one year at Columbia Law School, one year at Stanford Law School and completed his law course at San Francisco, where he was admitted to the bar in the spring of 1917.

He entered the military training school at Monterey, Cal., in the summer of 1916. He entered Plattsburg training school soon after war was declared and was graduated as a second lieutenant in August. He was assigned to the 30th regiment of regular army infantry. He was promoted to a first lieutenancy November 1, 1917. On March 1, 1918, he went to France with the 30th infantry. He went to the front about June 1.

The sympathy of Mrs. Allen's co-workers is extended to her in the death of her son. That he died gallantly leading his men in this great war for freedom must ever make the whole country his debtor.

The editorial board at its June meeting decided to omit state news in September magazine, thus lightening the duties of the editors in August, which is a vacation month. There is little activity in organizations in August, and few officials have much to report.

**State News** Owing to war conditions, the coöperation with the government in its many efforts for conservation has continued. In many states officers of the Congress of Mothers have been the leaders. Especially has their help been appreciated in the baby-saving work. Every group of mothers and teachers is earnestly doing its part toward winning the war.

September brings together children and teachers for the opening of the year's school work. The entrance of both men and women into war work has greatly depleted the force of teachers, and unless married women who have been teachers or who are able to teach offer their services, the education of the children must suffer. There are men and women living today who were children in the days of the Civil War in the war zone, who were denied all possible opportunity for school, and who have all their lives experienced in many ways the deprivation. America is not in the battle area. It still has thousands of women who could fill the places of those who have left the ranks of teachers. There never could be a better time to prove that married women may be good teachers. There never will be a better opportunity to show that mothers may also be teachers, and may, if home duties permit, continue to guide the little ones in school.

**The Need of Teachers** It would be a disaster and a wrong if children of today in America were anywhere deprived of the education that is their right, that is also the country's right that they should have.

Every city and town is affected by the deficiency of teachers. A great service may be performed by the Parent-Teacher Associations if they will canvass their communities and learn of those who are fitted and who are free to come to the aid of the principals and superintendents at this time.

## Some Mothers I Have Known

By LYNN DAVIS HICKS

WHEN BETTY WANTED HER BOAT

I had gone to Beth's, bless her heart, for a complete rest, and to have my worn-out batteries recharged as only the ocean can recharge them. Jack was coming, too, for his vacation. He was an exhausted, city-baked specimen—the kind of husband and father we all know—happy or die-rather-than-say-anything-else to stay in the city alone through the hot months, just so the children and Beth were comfortable. Of course, Jack needed sleep, and Beth insisted that I did, too.

"You may sleep twenty-four hours out of twenty-four, with interruptions for eating," she said, "for I keep the children out of the house down on the sand all day long. Our first week, anyhow, will be a sleeping party, then we'll have fun, for there is a jolly crowd here this year . . ."

It sounded so good, this insistence, on a visit, that I do exactly what I yearned to do. We judged that Jack was "agreeable," too, for he had arrived yawning, and went to sleep in our very faces, or rather our very words, on the porch, before nine o'clock.

"Think I'll go and do it right," he answered our taunts, and we followed his example.

"I'll wake you when it's time," Beth said, as she blew out my candle and left me. "Just sleep your head off!"

The children had been terribly excited about Jack's coming.

"And Daddy, I've got a boat what sails. Will you sail it for me tomorrow?" in one breath from Betty.

"And Daddy, I can swim three times. Will you come down and hold my stomick for me tomorrow when we go in bavin?"

"Yes, yes, anything, everything!"

So they had gone to bed, full of it all, impatient to show Daddy and thrill at his interest and praise.

At dawn, which, at that time of the year, is along about an only fairly middle-sized hour, my eyes popped open, and I lay listening to the soothing swish and glide of the water, and delighting in the intoxicating odor of the dawn and the soft, smooth feel of the sheets—that sea-shore feel. I was dozing off again, when through the cracks of the wall at the head of my bed—the wall between my room and the nursery—I heard a small, deeply comfortable, rested yawn-song. The cottage was a typical sea-shore one, thin walls and floors, far from being sound-proof. The yawn-song grew.

"Sh—sh!" Beth had slept there to keep them quiet.

"Muvver, I want to get up and go show Daddy my boat."

"Sh! Father and Jane are asleep, dear. Lie down and go to sleep again, so they can. They are so tired."

"Muvver, can't I get up?"

"No, Betty, I just told you why. Everyone is asleep. Lie down."

"No, I don't want to. I want Daddy."

Her tones were getting louder and stronger, like the dawn.

"Betty dear, do as Mother tells you. Come over here with me and I'll tell you a story."

"No thank you, Muvver. I don't want anything but my boat."

The last word was with very loud emphasis.

"Betty!! You *must* keep quiet. You'll wake everyone."

"But why can't I get up?" in loud, clear tones of stored force.

"Because, dear," Beth whispered, "Father and—"

"But I want—" At the top of her voice, Betty began.

A leap and a muffled gurgle gave me the picture of Beth with her hand over the child's mouth.

I was too interested, now, in the outcome, to want sleep. Beth's punishments were usually pretty severe, but always, of course, produced howls, which were last among things to be desired now. It looked as if she might have to surrender, or at least, make concessions.

The gurgles continued, Betty trying to talk through her mother's fingers. Then, gentle and firm, I heard Beth's voice making the concession, disguised by dignity and tenderness. It was new to her.

"You stay here quietly, daer, and I'll get up and get your blocks. I see them right over there in the corner. Will you be quiet if I get them for you?"

"Yes."

The boards creaked as she crossed them, the door as she closed it. Then Betty,

"Muvver, I wa—"

"Sh! Betty!"

"I want my boat to sail—"

"Betty, keep quiet!"

"I want to sail it on the bed."

"Betty, you promised to keep quiet. Your boat isn't up here. Will you be as still as a little mouse while I go close Daddy's door?"

No answer. With greatest care, Beth opened the door, closed it behind her, and crossed the hall. Immediately, there was the patter of little feet, and the nursery door clicked loudly.

"Muvver, go get—"

"Betty, go back!"

"I want my boat!"

By that time, Beth was back to her. "Betty, are you possessed? Didn't I feel you—"

"Well, I want my boat."

I could hear Beth sigh.

"Dear, won't you be good when I've told you why?"

"Well, I don't see why I can't get up, and get my—"

"Because Betty, we would make so much noise getting dressed and going down stairs, and opening the big door down stairs. We would have to pass right by Daddy's door."

"But I want—" and she began to cry, to gain her point.

Poor Beth! She said later, that if she had given in then—or earlier—it would have been so much easier, but it would have meant the beginning of a tyranny of tears that would have taken months, maybe years, in the correcting. "And yet I did so want you and Jack to sleep," she said.

Well, when the maid came down to dress the children, she took J. J. (Jack Junior) and Babe. Betty was to stay in bed. Of course, this caused violent weeping, but Beth was firm. Betty had breakfast in bed, and afterwards was told that she could play with her blocks, the ones there in the room. The way she played with them was to throw them into every corner of the room.

"I don't want those old blocks. I won't play with those old blocks."

"All right, Betty. We'll just leave them right there until you pick them up."

"I won't pick them up."

"Whom do you think should do it."

"You!"

"I didn't put them there."

"I don't care!"

At eleven, preparations began for bathing. Everyone was running about.

"Where's the shirt to my suit?"

"Where's the boat?"

"Where're the wings?"

"Is Daddy ready?"

In the nursery, the argument ceased.

"I'll pick'em up, Muvver."

"Very well, Betty."

"Do you want me to build something with them for you, Muvver?"

"If you want to, Betty." Beth had taken her sewing in.

"Look, Muvver! Is that pretty?"

"Yes, dear, it's very pretty."

"May I go now, Muvver?"

"Come here, Betty, I want to talk to you. Do you remember what I asked you to do this morning?"

"I've done it. I just played with them."

"No, dear. I asked you to keep quiet so you would not wake father and Jane. Did you do it?"

"Well, but I wanted to get up."

"But they wanted to sleep, dear, and who is the most people, you, or Daddy and Jane?"

"Me and J. J. and all of us."

"Betty, the other day, when you were playing, you and J. J. wanted to play 'house' and Babe wanted to play 'wells.' I heard you say, 'But Babe, J. J. and I are the biggest, and we're the most, so we ought to play house.' And I think you were right. Well now, who is biggest and most, just one little you or Daddy and Jane?" Giving her her own arguments. Surest of all weapons!"

"Daddy and Jane. I won't do it any more. May I go?"

"Do you think Mother ought to let you go, dear?"

"I want to."

"Yes, dear, I know you do. And Daddy and Jane wanted to sleep. You would not let them. Do you think I should let you have a good time with them in the water?"

"Can't I go, any time, Muvver?"

"Not today, Betty."

"Are you going, Muvver?"

"Would you like me to stay with you?"

"Yes," very, very meekly. "Will you, Muvver?"

"Yes, dear, but you see, if you had not been naughty, both of us could have been down there having a good time."

"I won't do it any more, Muvver. Am good, now?"

I could not hear the reply. There were no words, I think. It was a mother heart reply.

But the answer to it all was, that no morning after that were we wakened by Betty, though she invariably wakened early, Beth said, but would tip over and get her blocks or books and amuse herself till the rising bell.

So she had her lesson in the first of the laws of community life, the control and sacrifice of self for the good of the whole.

### Develop Your Ability to Think

Your ability to think is developed by using your mind faculties. It is never too late to begin to think for yourself. It is never too early to decline to accept as conclusive the thoughts of others. When you rely upon what others tell you, it is because you are too ignorant or too indolent to think for yourself. He who

is a believer in the ability of others to decide for him, will never be able to make any impression upon the world. Your positive character is the force that impels others to believe in you. You build your positive character by knowing the truth about everything you do.—*Basil L. Smith.*



## **The Effects of Fear upon Children**

The injurious effects of small fears have not been suspected until recent years. Physicians and thinkers are just waking to the fact that they are real, powerful, ever-present, woven into the fibres of our thoughts and bodies, sapping our vitality, draining our physical and mental health and disclosing the need of firmly setting our forces to conquer them. Up to the present, parents, elders and teachers have been criminally ignorant of the effects of fear upon children. Busy about many other things, they have taken little or no time to help those who have been conceived, born and brought up in in this hotbed of small fears. Many pale, nervous children are the victims of fear through injurious management, rather than ill health. There are as many brands of fear as there are individuals, and whether our children live in fear of parental wrath, the dark, dogs, thunder storms, policemen, hobgoblins or dread of whippings for small misdemeanors, the nervous strain is the same, actually changing the chemical composition in the blood and impoverishing the whole system.

My experience with small children proved to me that all children are more or less tortured by various fears. With some it amounts to agony and in times undermines health, for these fear impressions have been found to grow deeper with age. Genuine harm has been done mentally and physically by the careless practice of parents, servants and elders through threats, stories, uncanny and terrifying superstitions.

Now, it is essential that we, as elders, must be watchful, knowing the injury which fear may cause a child. We must determine to establish from birth, strong confidence and trust in a child with his every experience. The first seven years are the most critical, and it is during these years, according to scientists, that life-long trends of character are formed. Every child at the outset of his life is a little impulsive creature being pushed towards good or evil according to the influences which surround him. Beginning with the babe we must use some simple method to counteract the tendency to fear. Teach the child to have faith in everything; for faith is the normal and healthy state of mind. Faith makes for stronger healthier happier and better manhood. It must be left to the guiding hand of the watchful mother to help the child overcome every small and trivial evidence of fear. The earlier in life these fears are conquered, the easier the task. Often we can help through the play instinct of the child. Suppose a child were to fear a certain object, an animal for instance. If possible associate, mingle that object or what it represents, with its toys. The child soon learns with little or no persuasion to treat that object not as an enemy but as a friend; continue to teach the child to assume this attitude towards

his every little experience. In this way he is building for himself a faith and trust and harmony towards life which makes for surefooted, successful manhood.

Parents often make the mistake of cautioning children against this danger and that. A stubborn and disastrous bump of timidity is the result, and timidity in child or adult is a detriment and makes for failure. Right and proper suggestions in our cautioning can change the fear thoughts, such as "Johnny hold tight and you will be safe." Fear makes the child's hand tremble—he misses his grasp and falls. Fear confuses his mind. He loses control of his faculties which if under he would play safely. Fear makes him forget his lessons and causes him to fail in his recitations and examinations. His greatest need is confidence. Why then are we doing so little to inculcate it during the plastic habit-forming years of childhood? The very name "Failure," "Fear" or "Danger" must be dropped from our language and thoughts. Through hearing constantly, "You'd better study or you'll fail," the child begins to think more of failure than success. A better suggestion of "You'd better study so that you will pass high" is the kind of stimulus our children need in place of the paralyzing, disheartening threats which they constantly hear from all sides. Calm methods and quiet reassuring words are their best help.

If a child were confident that he would not be punished for the accident which soiled his clothes, he would not lie about it. The habit of untruthfulness develops through fear. Severe reproof, whippings, punishment only tend to make the habit grow. Tender care, leniency and guidance is the method that must be used to overcome an untruthful tendency. To obtain a child's obedience through love is to have developed the best in the child, but to gain his obedience through fear makes him cowardly and undeveloped. The obedience to be desired and worked for must involve the child's reasoning. The obedience through force fails to develop the child. A natural obedience and trust in the authority of those about him is what we must work for. Fear destroys all possibility of this higher and better obedience. Fear is bad company for the child. An ounce of prevention is worth more than its pound of cure. Let us then endeavor to banish it from the lives of our little ones. By so doing we have prepared our children to handle "life" and "fate" successfully. With what greater or richer endowment could we bless them. Before closing let me say a word on the success of mental suggestion as a cure for some deeply imbedded stubborn fear. A certain child in whom I was interested was terrorized by the fear of certain noises. Persuasions, arguments, pleadings, bribery availed nothing. The child

grew worse. Its discouraged little mother knew not where to turn next. A friend, seeing the child in one of his paroxysms, suggested giving the child some positive quieting affirmations while the child slept, as regards those noises. It was done. It was persisted in, and the terrified child was changed into a happy smiling one. This is

but one instance. I could quote many other successful ones. Try it and be convinced when all else fails. Suggest to the child good, wholesome happy thoughts, when asleep, about something he may live in fear of. His mental attitude, you will find, will change. Persist in this treatment and you will gain success.

## A Study of Working Children

### REPORT OF THE VOCATIONAL BUREAU IN CHICAGO

The public schools have just published the report of the work done by Anne S. Davis, during the first five years of the history of the Bureau.

#### SOURCE OF INFORMATION

"This study of Chicago children who leave school to go to work covers a period of five years. The children who furnished the data, numbering 6,758, for the study, came to the Vocational Bureau for advice and assistance in securing employment upon leaving school. All but a small percentage of them came from the elementary schools and were under sixteen years of age.

"The material presented is an accumulation of facts and information regarding the child's working life, gained by meeting the child as he leaves the schoolroom, going with him into the shop, the office or the factory, and following him up, month by month and year by year, after he has entered industry.

"It has thus been possible to secure complete industrial histories of a large number of children covering a period of from one to five years, showing what becomes of boys and girls who leave school early, in what kind of work they engage, and with what success. As the Vocational Bureau during these five years was making a study of industries and also was placing boys and girls in positions, it has gained an insight into the position of the child in industry, both from the child's point of view, and the employer's.

"The children included in the report are average children; they are not all from the poorer and more congested districts of the city, where poverty plays a large part in driving the children from school at an early age. They are not all retarded children who dropped out of school before completing the elementary grades; 42 per cent. had graduated from the eighth grade or had come from the high schools. Eighty-four per cent. left school before the sixteenth birthday. They represented forty-four nationalities; but less than ten per cent. were foreign born. They came from schools all over the city with the exception of twenty-five schools which were in the outskirts of the city or in exceptionally well-to-do districts, where children are not in the habit of going to work at fourteen.

They were, on the whole, a group well representative of the children who leave the public schools of Chicago at an early age to enter industry."

Miss Davis has drawn the following conclusions:

#### "CONCLUSIONS.

"The chief facts brought out in this report are:

"I. There are two main reasons for children leaving school—economic pressure and dissatisfaction with school. The latter plays the more important part. Many parents would keep their children in school longer if they were informed in time of industrial conditions and educational opportunities in the schools.

"II. About 50 per cent. of the children leave school before they reach the eighth grade. The majority leave on the fourteenth birthday or as soon as the law allows.

"III. Children leaving school seem to have little idea of what they want to do or what they think they can do.

"IV. The kind of job secured is often a matter of chance. Drifting from job to job rarely leads to better opportunities but produces unstable habits.

"V. The occupations open to boys and girls are non-educative. They are easily learned and are monotonous and mechanical. They offer little opportunity for advancement. Much of the work is seasonal.

"VI. School grade has little to do with the earning capacity of children and the kind of work they enter before the age of sixteen, so limited are the occupations open to children.

"VII. An increasing number of employers are refusing to employ children under sixteen years of age.

"VIII. Because there is so little work for children and because they change positions so frequently, with a period of idleness between jobs, it has been shown that over 50 per cent. work less than half the time until they are sixteen. The rest of the time they are on the streets.

"IX. Since they work so little of the time, their wages are not likely to increase the family income sufficiently to make up for their loss of schooling."

## Child Hygiene Department

MRS. SUMNER WHITTEN, CHAIRMAN

### The Next Step in the Children's Year

Since the weighing and measuring of children under six has been completed in many of the towns and cities throughout the country the uppermost question in the mind of the layman is, "What is to be done next?" The weighing and measuring is simply an inventory of the children in each community, but this inventory will necessarily form the basis upon which the follow-up work will be founded. In one town, used as an average, about one third of the children weighed required attention or treatment. On this basis, allowing that the work was done with varying degrees of thoroughness in the different communities, there is a great amount of work, both professional and lay, to be done. Where infant welfare organizations are in operation plans have been made for each one of these children to have proper care in the home by the public health nurses, who will teach the mothers how to feed and care for these children so that they may reach the 100 per cent. mark.

The points on which the follow-up work will center are teaching the mother more careful feeding of the infant—always urging breast feeding whenever possible—more intelligent supervision of the diet of the older child who partakes of the family meal, cleaner and better home surrounding for the whole family. This work can be done best by the public health nurse whose peculiar privilege it is to become the friend as well as the teacher of the mothers who need help. A very vital factor for the health and strength of both mother and child is a proper diet including plenty of fresh milk, an indispensable food for both.

Pure milk fulfills all the requirements for an adequate food better than any other single foodstuff, as it contains all the essential elements for normal human growth and development. Not only is it absolutely necessary for infants, but should be included in every child's diet, since it supplies the needful minerals so important in bone formation which measures growth. The energy value of a quart of milk is about equivalent to that of a pound of lean meat or to eight eggs.

Substituting tea and coffee for milk and allowing children to share the family diet, which may not include foods necessary for the growth, is a serious danger to the health of the child. The necessity of retaining milk in the children's diet, even though the price has risen, is being emphasized by all local child-welfare committees,

and in all infant-welfare stations throughout the country the care and use of it is being taught to mothers.

Conservation of young children is far-sighted patriotism. Public health workers are already making provision to protect the health and welfare of the children and to improve community health. One of the war measures that must receive more and more attention, if America is to replace the man power that will necessarily be lost during this second year of war, is the conservation of babies and young children and the public protection of expectant mothers.

#### SUGGESTIONS FOR THE ORGANIZATION OF BABY-SAVING WORK

##### AIMS OF BABY-SAVING WORK

The aims of the baby-saving work are to  
Keep the well babies well.

Give nursing care to sick babies.

Teach the mothers the essentials of personal hygiene and baby hygiene.

If possible, prenatal care and care of the mother in confinement should be added to the plan.

##### ESSENTIALS IN BABY-SAVING WORK

A doctor and a nurse who have been especially trained in the hygiene and diseases of infancy are the first requisites. If you can add to this an obstetrician and an obstetrical nurse the plan is greatly strengthened. Work of this sort must of necessity be done under competent supervision, and at the outset you will want to enlist the coöperation and interest of the local medical society, the department of health, and the nursing organizations.

It is desirable that the headquarters for the work be in some social or neighborhood center—usually a school building, a social settlement, or a room in a parish house, or church.

##### INFANT WELFARE CONFERENCE

The starting point for the work for the well babies is usually made through the establishment of what is known as a welfare conference, or a feeding conference, or infant consultation. This conference may be held once a week or if the neighborhood is a very congested one, more frequently, so that everybody can be reached.

The mothers in the neighborhood are invited to bring their babies to the conference which is held at some regular hour which is convenient for their housekeeping arrangements. An essential article of the equipment in the conference room is a pair of baby scales.

The nurse receives the baby, weighs it, enters its name on a card, records the weight, and other information in regard to it. Then she passes on the baby to the doctor who makes a careful examination and advises the mother as to care and feeding. The mothers are urged to bring their babies for this examination and advice once a week and in the meanwhile to notify the nurse in case of sickness. The nurse follows up the visits to the welfare conference by home instruction of the mothers and home care of the sick babies.

#### PRENATAL CARE AND OBSTETRICAL CLINICS

As the work progresses the confidence of the mothers is won more and more by the nurse and the doctor and the prospective mother becomes very ready and anxious for advice. This opens the way for the establishment of an obstetrical clinic under the care, of course, of a physician—man or woman—who has had especial experience in this branch of medicine. Under the direction of the physician the nurse then makes frequent visits to the mother, advises her as to diet, clothing, etc.

The obstetrical nurse takes care of the mother under the direction of the physician during confinement. When the baby is twelve days old, or as soon as possible after that it is registered at the welfare conference. As soon as the mother is able she begins attending the conference, continuing her visits every week or two, until the baby is a year old, or longer, if necessary.

#### PLANS ADAPTED TO NEEDS OF COMMUNITY

These are the barest outlines of the plan that is followed in a number of the organizations. Nearly all of these organizations are in touch with hospitals—either hospitals which have obstetrical clinics or which have maternity wards, or in case of the babies themselves, hospitals that care for the very sick cases that can not be properly cared for at home.

#### STUDY OF LOCAL CONDITIONS—A NECESSARY PRELIMINARY STEP

A necessary preliminary step for any organization that is going to undertake carefully planned baby-saving work, is a study of local conditions—that is so far as they relate to the care and wel-

fare of the mothers and babies in that particular community. If study or survey of this sort is undertaken, the following steps are desirable:

1. Enlist the interest of your health officer, and Find out from him whether the law requiring the registration of births is enforced.
  - Get an estimate of the total number of births each year.
  - Find out how many births were reported last year by midwives and how many by physicians.
  - Check up the figures obtained from the health department by finding out whether the births of the babies in your own acquaintance have been registered.
  - Find out the total number of deaths of children under one year, each year for last three years. Compare this with the number of births reported each year.
  - Find out the total number of deaths last year under one year old, during the summer months. Compare them with the number during the winter months.
  - Find out the number of deaths last year during the first day and first month of life.
  - If possible get the figures by district and they will show you where the need for preventive and educational work among mothers is greatest.
2. Look into the quality of the milk that is available for the babies who have to be bottle fed.
3. Find out what hospital care is available for sick babies.
4. Find out whether any visiting nursing is done.
5. Find out what provision is made for prenatal care, or the instruction of the expectant mother.
  - Find out the character of the obstetrical service available.
  - How may midwives practice in your city or town?
  - How is their practice regulated?
  - What hospital provision have you for obstetrical care?
  - Is any provision made by the hospital or by any organization for the care of the mother in her own home, during confinement?

This information will show you what agencies are already in existence, and where the need for welfare work for mother and baby is greatest. Having obtained it you will be ready to formulate plans that are best adapted to the needs of your community.



## Value of the Kindergarten

By EDNA DEAN BAKER

The Silver Anniversary of the International Kindergarten Union which was celebrated in Chicago June 24-29 calls attention to the fact that the kindergarten is no longer an experiment. It is here to stay as a permanent part of our educational system.

After its introduction in America in 1870 there followed a period when its value was tested in private work, and when, because of the lack of trained teachers, there sprang up many spurious amusement schools for little children, called by the name of kindergarten but utterly lacking the educational ideals and the knowledge of the child which underlie the true kindergarten. The prejudice encountered by the kindergarten movement in some localities today is due largely to these attempts made by untrained or imperfectly trained teachers. The real kindergarten, which is fast replacing any "make believes" in private or public school work, meets the following standard:

1. *What the teacher should be:* The teacher should have a standard high-school course and at least two years of kindergarten training in a recognized kindergarten training school, normal school or college which has a kindergarten department. She is not an entertainer, but an educator.

2. *The kindergartner has a definite purpose:* She realizes that the child has instincts and impulses of his own which should not be suppressed, but which should have wise guidance. She has an outline of work elastic enough to meet the needs of Tony in the slums, or Archibald in the suburbs. Through conversation, stories, games and handwork she aims at results less easily measured, perhaps, but not less real than the grade teacher gains through the reading and writing of the primary school. Moreover, the work of the one prepares for the work of the other.

3. *What the kindergarten does for the child's body:* The modern kindergarten is giving the child an increasingly better chance for a sound, healthy body, and hence for a sane mentality and a strong character through an intelligent application of the laws of hygiene and physiology. "The child's body is the tool which he must work with through life."

4. *What the kindergarten does for the child's social instinct:* The kindergarten socializes the child. By work and play with other children of his own age he learns to live with his fellows. Through excursions, stories, pictures and talks he takes part in the larger social life outside the school. The self-control thus engendered is an antidote to the usual egotism of childhood.

5. *What the kindergarten does for the community:* The benefits of the kindergarten reach the home and the community. Where there are single morning sessions the kindergartner has time to visit in the neighborhood, in the school-rooms to which former kindergarten children have gone, and to hold meetings with the mothers. Such contact with the home wins support for and reinforces the school training. It does more than this in the foreign and congested districts of our cities. Where children speak foreign languages, merely the learning of English by means of kindergarten objects and plays reduces retardation. We know from the testimony of many workers among the foreign population that the kindergarten has proved itself here a most effective agency in transforming the home, because it introduces the language and the standards and customs of this country. In brief, it Americanizes not only the child but its foreign-born mother.

Assuming that the public school or some private individual or association provides room, heat and piano, the equipment for a kindergarten of thirty-six children costs approximately \$100. The salary of the teacher varies according to the location and requirements of the position, but may be estimated from \$50.00 to \$75.00 a month. The total cost of the first school year of ten months, at a fair average, would then be \$800 and need in no case exceed \$1,000.

The lack of a kindergarten in a community costs immeasurably more: first, there is a loss in the lessened physical and mental efficiency of the children; second, there is a loss to the school system of the inspiration to a more sympathetic understanding of the child and his needs which the kindergartner brings; third, there is a loss to the community of the kindergarten leaven at work in the homes, making better home-keepers and better citizens of the young mothers.

## Four Things

Four things a man must learn to do  
If he would make his record true:  
To think without confusion clearly,  
To love his fellow-man sincerely,

To act from honest motive purely,  
To trust in God and Heaven securely.

—Henry Van Dyke.

## War and Babies

The necessity of giving every mother a chance to learn how to protect the health of her children and of arousing the whole community to its responsibility for preventing infant deaths especially under the pressure of war conditions is evidenced by the figures contained in the latest report of the Children's Bureau of the United States Department of Labor. The report deals with conditions surrounding 2,197 babies born in Waterbury, Connecticut, a town of nearly 75,000 in 1910 whose population has increased rapidly since the war because of the brass and copper industries.

Waterbury has a large foreign population and little has been done to place at the disposal of the many Lithuanian and Italian mothers knowledge of modern methods of hygiene. Many mothers speak no English. The isolation of the foreign-born group is instanced by the fact that three of the mothers interviewed, although born in this country, could speak no English. For these mothers few educational facilities are available. Few of them seek the services of the visiting nurses association. Among the Lithuanian babies is the largest number of babies whose births are unrecorded. And in Waterbury the health office had no record of 329 live births, or practically a seventh of the total number occurring during the year studied. When the birth is unregistered the chance of receiving from the organized health forces of the community the aid at their command is of course greatly lessened.

The Lithuanian mothers show the largest per cent. of babies who are not given the protection of breast feeding even during the first three months. In their group also occurs the highest per cent. of infant deaths from digestive diseases, largely preventable, and traceable not only to such things as housing conditions, which are often beyond the control of the individual

mother, but to indiscreet feeding, which could be prevented if wise advice were made available to every mother, and an effort were made to make plain to mothers the importance of breast feeding.

The Children's Bureau in presenting the report emphasized particularly its bearing on the Children's Year work to save 100,000 babies. The intensive statistical study in Waterbury serves to point again the value of classes for training mothers in the feeding and general care of children. Such classes have been inaugurated in the District of Columbia and in Seattle, Washington, for example, as Children's Year follow-up work to meet the needs revealed by the weighing and measuring test of over six million three hundred thousand children. In those classes the answers are given to the questions many times referred to the Children's Bureau. For hundreds of mothers finding by the weighing and measuring test that their children are under weight and presumably undernourished, are earnestly seeking from the child welfare committees which have been doing the weighing and measuring information that will help their children. These committees while giving the desired instruction in child care are also helping the mothers to learn English, thereby strengthening the mothers' grasp of her new country's ways and preventing the break in the family ties which comes when the children grow up Americanized and the parents fail to understand their children's new ways and interests. Public health nurses have been increasing their work in Waterbury since the Bureau made its study there. And the public health nurse is another means recommended by the Children's Bureau to help mothers get the information they must have if 100,000 babies' lives are to be saved this year.

## Boys and Girls Plant Beet Seed for Sirup

Boys and girls in 18 States have planted 10,414 ounces of sugar-beet seed supplied them by the United States Department of Agriculture for the purpose of making sugar-beet sirup. The seed was secured through the Bureau of Plant Industry and distributed by the States Relations Service to 18 State leaders of boys' and girls' club work in the North and West. Each boy or

girl receiving an ounce of the seed is pledged to grow it and to make the beets into sirup. It is estimated that, with average yields, this might result in the home manufacture of more than 40,000 gallons of sirup, which may be used in many ways as a sugar substitute in general cooking.

God fashioned the earth with skill,  
And the task which he began,  
He gave, to fashion after his will,  
Into the hands of man.

But the flower's uplifted face,  
And the sun and wind and sea,  
Bring message still of the Beautiful Place,  
God meant the world to be.

*Author unknown.*

## **Importance of Early Training of Backward and Subnormal Children**

A. BERTRAM GILLILAND, Ph.B., M.D.

To Dr. Itard, physician-in-chief to the National Institution of the Deaf and Dumb in Paris, we owe the first attempts to train the subnormal child. This was in 1800.

In 1818 efforts were made in this country at the American Asylum for Deaf and Dumb in Hartford, Conn., with a fair degree of success.

Dr. Ferret, physician at Bicêtre in Paris in 1828, made still further attempts, and was followed by Dr. Fabret in 1831, and Dr. Voisin in 1833 in a private school which he opened.

But the real epochmaking efforts occurred in 1837, when Dr. E. Seguin, a pupil of Itard and Esquirol, at his own expense undertook the private instruction of idiots. After seven years work the Academy of Science at Paris, after a thorough investigation, gave his work the highest commendation, with the statement that he had solved the problem of training idiots, the name then given to most subnormal children.

Dr. Seguin continued his work in Paris until 1848, when he came to America, where he opened a school which was visited by scientists and philanthropists from all the civilized parts of the world.

His "Treatise on Idiocy," which he published in 1846 has continued to the present day as the standard text-book on the treatment of subnormal children. Though many experienced teachers of subnormal children have added valuable methods yet the credit of putting on a scientific basis the teaching and training of such children must be accorded to Dr. Seguin.

Since his epochmaking work many others have entered the field and have given us much valuable knowledge and methods for developing what is possible in such unfortunate ones.

Many will ask why do we have subnormal children? Why will a family with a number of perfectly normal children and no traceable taint in the parents, have perhaps one subnormal child? As our knowledge of the complex chemistry of man is being gradually revealed we can see how very slight influences can upset the equilibrium and may result in delayed or retarded mental growth. This is especially true of the ductless glands. Our present knowledge of these glands and secretions indicates that there is a close interrelation between them, one stimulating, another inhibiting the action of another gland and metabolic processes, alterations of secretions, either in increased or lessened quantity upsetting and disturbing materially various functions of the body.

Dr. L. Pascault, of Paris, has given a most graphic picture of how faulty dietetic habits with the resulting nutritional injuries are gradually increased in severity until by the time the third or fourth generation is reached, the over-

taxed organ or organs manifest what is recognized as a diseased condition. Yet these forefathers were sturdy people. It was this very sturdiness that led them to be indiscrete in habits of life, which would not be considered immoral but would be designated as excesses. The vigor of these people concealed the harm done until finally the iniquity is visited on the child in the third or fourth generation.

A father or mother may inherit a slight faulty chemico-physiological state which manifests itself in only one child, the healthy equilibrium being maintained during the procreation of the other children. Or a mother may herself be indiscrete enough while carrying the child, and so upset the metabolic processes that toxins, either from without, as alcohol, specific infection, or from within, as autotoxemia, will upset the balance of the ductless glandular secretions, and then the processes over which they have control.

The thymus gland with its power to appropriate calcium and phosphorus-laden nucleins, the latter furnishing to the brain and nerve cells their important elements, is one of the most important organs in intra-uterine life. After birth it gradually atrophies, but not completely until after adolescence, if it ever fully loses its power of functioning. As the thymus gradually atrophies the thyroid performs its function. Other ductless glands seem to have their share in the building of brain tissue, but not in so large a degree. Hence the great importance that the mother keep herself in the best possible health in order to supply the child in utero with a proper quantity and quality of the secretions of these glands until the child's own glands can function properly.

Every child is a potential being ready to germinate into its greatest possibility. And just as a plant if it be not watered and cultivated at the proper time when it is still young and tender, and developing rapidly, is stunted or withers and dies, so the child must be patiently, wisely and carefully trained at the time when its powers for development are expanding, mentally and physically, and it is most susceptible to stimuli. This period is the age of three to twelve or fourteen years. In the earlier years of this period the child observes many strange and mysterious objects which attract its attention, and it receives many images and impressions for future and present use.

Every cell is awaiting for the stimuli which shall bring it into activity. And it is this stimulation that develops the possibility inherent in that cell. Without the proper stimuli the cell will not develop, even in a perfectly healthy and normal child. The greater and

oftener the stimulation the more rapidly does the cell develop, providing it is not exhausted by over-stimulation. This will not occur if a proper amount of rest and food is allowed.

The first few days after birth the child makes very little progress. The organs of the body and the cells of the brain are adjusting themselves to their new environment. Just as the organs of the body during early childhood are very sensitive to all influences so are the cells of the brain which have to do with intellectual acts. During the first few days after birth the babe will quickly learn to properly obtain nourishment from its mother's breast. If the teaching of this act is delayed it is very difficult to train the babe to perform this all-important act. This shows the impressionability of the cells that have to do with the maintenance of life.

After a short time new acts are observed to have been learned by the child; to grasp objects with its hands; to move arms and legs; and other motions well known to all who observe child development. Later on intellectual processes begin to develop. The child recognizes its parents and strangers; the latter recognition usually is manifested by crying. Gradually many other signs of mental development manifest themselves. These occur more rapidly when there are other children in the family to teach by example. Children are imitative creatures.

In the backward child the cells are probably not as fully developed or not as sensitive to impressions as in a normal one, but these cells may be developed to the point that the child can be classed with the normal children if the training is undertaken early enough and pursued with patience and judgment. But in the subnormal child the brain cells are deficient in quantity and quality. What impressions they will receive are received slowly. Repeated stimulations of like kind are required to make an impression deep enough to make the proper cells capable of responding so as to produce and reproduce the act desired, and the more complex the act the slower does the child learn to perform it. For example, the backward or subnormal child learns to walk and to feed itself and to perform other simple but important acts more slowly than a normal child. Often one must repeatedly show the subnormal child how to take a step or to pass a spoon full of food to its mouth.

Cells after a time seem to become set as it were, that is, if impressions are given them they receive them, and ever afterwards are capable of reproducing them, but when they have been waiting in expectancy for impressions and receive none, their impressionable stage seems to pass away, and it is with difficulty that they can be awakened again, if at all. We see this state of affairs markedly shown in the case of those who start to school at an early age; their brain is constantly in a receptive mood for more knowledge, which it assimilates with ease,

while on the other hand one who starts to school later in life finds study and gaining knowledge a very difficult operation. And when one drops out of school for a while he finds it more difficult to study and to learn than before the vacation.

Young children ask countless questions concerning objects and thoughts that come to their minds. They are seeking to learn, and if these questions are patiently answered the child absorbs knowledge with great ease, but if it is put off with no answer or a very unsatisfactory one, it grows timid and takes less interest in objects about it. If the child is given more and more opportunities to see new objects and to receive new intellectual impressions it will develop more rapidly. Younger children receive impressions from older ones, and if those around them take pains to put before the child objects which are explained, and they are given the opportunity to handle them greater impressions are made on the brain cells. This is one of the efforts that a training school for subnormal children endeavors to do, to have as many objects for the child to work or play with. And they are of such a type that they are progressive in their impression production.

Since we recognize the great importance of beginning the teaching and training of the normal child, sending it to kindergarten, and when old enough sending it to the public school, we must recognize that it is of equal if not greater importance to send the backward and the subnormal child to a training school as soon as possible, when four or five years of age if possible. At that period of the child's life its cells are in as receptive a state as they can be considering fully its retarded development. And under the care of experienced and specially trained teachers, with the special and necessary apparatus for training, the child is put in an environment where it is given the greatest opportunity to develop what powers it may have. And the parent who delays thus providing for the backward child in his or her family is doing it a great injustice.

It is important, where there are other children in the family, to take the subnormal child who may have some peculiar habits, away lest the others imitate it.

Parents and educators recognize and accept the fact that it is best to educate normal children in schools rather than in the home, and that this schooling should begin when the child is about six years of age. From the mingling with others children pick up new ideas. Equally so all must recognize the importance of putting the backward and the subnormal child where it will be under the care and observation of one who has made a study of mental processes, and who may recognize some trend of the child's mind which may be more capable of development than in other directions. The child must be studied constantly and carefully to see what



powers of development may be present. This can not be done at home as well as in a school where it is under the constant observation of specially trained persons. A mother has very little time to devote to this work, especially if she has other children, and few have the special training to prepare them for giving that aid to a subnormal child that is so necessary for its happiness and intellectual growth. A teacher for this special purpose in the home is handicapped and does not have the opportunity to obtain results obtainable in a school.

#### SUMMARY

1. A backward or subnormal child should be placed in a school devoted to the training of such children as early as possible, in order that

it may have the benefit of a careful examination to find out whether the secretions of the ductless glands will aid in its development.

2. Since all cells of the child's brain are most impressionable while it is young advantage should be taken to bring as many influences to bear on the child as possible suitable for developing these cell before the impressionability is lost.

3. The presence of similarly afflicted children performing similar acts of training, set examples which the child can and will imitate. The acts of normal children would be beyond the ability of the subnormal child. And some subnormal children realize that they are not just like others and feel sensitive about it. This is avoided in the special training school.

## Suggestions to Press Chairmen

### MAKING PUBLICITY WORK

BY MRS. HENCE ORME

A little leaflet, "Making Publicity Work," has recently come to my desk, and it contains so much good advice for press workers that we felt a short résumé of it might be helpful to those interested in press work.

One of the most essential things for press workers in any line is to thoroughly believe in what they are trying to convince others is what they need. An uninterested, uninformed public will never be won over by merely saying "We need Parent-Teacher Associations in every school district." But a report of definite work done by some well-organized association, in a particular neighborhood, will be read with interest. Our own investment in the cause will do more to arouse interest than volumes written on what an association might do. Publicity must have the personal touch with the personalities. Cross fire between two organizations is not only undignified but uncalled for, and absolutely nothing will be gained from such press work, though we are sorry to say it is indulged in frequently by organizations. A dignified silence will often be more effective than heated argument.

Anticipated events should be advertised, but not anticipated speeches. At a national convention of one of the large woman's organizations held in my own state last year, the names of the national officers were printed in the papers before the elections were half over, likewise a certain speaker was reported as having delivered an address upon a topic which would have been interesting, no doubt, but the speaker did not appear on the program, though his speech was printed in part. Such things are not only embarrassing but ludicrous. A short report of actual happenings and actual speeches is worth more than random shots.

We must remember that in order to do effective child-welfare work, we must reach the masses; that there are children who need training who come from homes where mothers need to be instructed on child training; that these boys and girls will some day be the moulders of our nation's civic, business, commercial, educational and spiritual welfare. Just how much progress is made along all lines of civilization will depend largely upon what kind of training the individual has had. So then there is a large class of uneducated mothers to be reached, and our press work to be effective must reach them. "Don't shoot over the heads of the people."

Publicity must carry with it some definite information. Merely to say that this year is Baby-Saving Year, and that we must put on a campaign for saving babies will not arouse the public. But to come out in a statement and say with authority that in Indiana last year more than 5,400 babies died, and that at least 3,000 of them could have been saved, telling what a great loss to the state this is, and how to prevent it, will stir the public to action.

We must remember, too, that we are in competition in the editor's office with other organizations, and movements equally as important as ours, with just as strong supporters back of them, and just as able men and women workers. Our daily papers have volumes of splendid material offered to them absolutely without charge, some of it must get through the editor's office, some of it only gets as far as the wastepaper basket. If our press material gets past the editor it is because of two things: it is either of high class as newspaper copy and it answers a demand from the reading public. No editor will print in his daily which reaches from 2,000

to 50,000 subscribers material which the public does not want. We must therefore create a demand for our items and then they will be printed. But how is this done? First get a central thought, then get the story and weave it around the central thought. Make the story of vital importance to the readers. It must do more than simply be read by so many subscribers, it must reach the heart of the reading public.

In reporting on child-welfare work, tell the results of some work already done, the actual number of children in a certain school district reported to be physically defective, the effect of this defect upon the advance of those children in school work. This will arouse the public and more especially the parents of the children in that district.

Impressions taken in through the eye last longer than any others. So it is equally as important to illustrate the press notices as to report work done. Child-welfare posters will accomplish much in the present child-welfare campaign. A picture always catches the eye, and if with it there is a snappy short article or just a few sentences, the public not only looks at the picture but will read the accompanying article. Of equal importance in keeping up interest in the written message is the attractive illustration.

Names count in publicity. The public will follow the lead of men and women who have been successful. The local parent-teacher association may be doing good work, but the average reader pays very little attention to what is done. But if it is reported that Dr. Smith, the specialist on children's diseases, has investigated and found certain conditions obtaining in a certain school district or city, and it is known that Dr. Smith is acting for the parent-teacher association of that particular district, and that all the chil-

dren are more or less in danger because of this existing condition, the whole community will be aroused. Of course the cause must be sufficient to warrant a prominent, busy physician to make the needed investigation.

In addition to Dr. Smith, if the names of the heaviest taxpayer, the most important clergyman, the leading merchant, the educators, women who are leaders, are added, the work will have added weight with the public and will excite their interest. This kind of publicity will not only work, but will pay large dividends.

We must have publicity that repeats itself. A notice concerning a certain film that is being shown at one of the local movies, if not the kind of a picture that children should see, will cause mothers who are careful concerning everything that their children see and do, to become interested in keeping all the children away from that movie, and the telephones in the neighborhood will work overtime to get the word to all the mothers.

Another thing that is so important, and one that we more often forget than not, is to write to an editor and congratulate him after he has made public anything that might have worked harm for his fellow townsmen, if the publicity in his paper had not checked it. Editors are always glad to know when they are pleasing the public, and if the editor of your paper has done anything commendable do not hesitate to tell him about it. He will appreciate it more than you can imagine, for he is being handed criticism from every one, and that very freely.

But above all reach for the heart of your public and not the head. Illustrate your press notices or your story if possible, but always make your story so interesting that editors will want more, and then your publicity will work and pay.

### The Fight For Peace

"Peace is not something God has given;

Peace is a state that must be won;

For Peace must brave men work and struggle

From age to age, from sun to sun.

He only knows the joy of living

Who fights the ceaseless fight of life.

Peace only comes unto those mortals

Who bravely bear the day's long strife.

"Peace is not born of calm and quiet,

Peace is a Trophy of the war.

The tramp of hordes of men advancing

Breaks on the ear from times afar.

Peace is the child of those who battle,

Marching to clang of life and drum,

Peace comes from out the throes of nations,

From ages past to those to come.

"Peace comes to those who have come out of

Great tribulations, hours of pain,

Their garments dyed with blood and sorrow,

Peace sandals covered with life's stain

Peace cometh from the sword and conflict,

And he who seeks the peace of peace—

Must stand where tides of battle mingle,

Stand until wrong and error cease.

"Peace is not what the poet fancies,

A Woman, radiant and fair.

A bearded man is Peace and mighty;

A helmet on his shining hair.

Gracious is Peace, though scarred with warfare,

Man loves Peace better than his life;

He gives all earth to him has given,

He gives himself, to end the strife!"

*Elizabeth Powers Merrill.*

## One Year's War Work of Mothers for Enlisted Men

### PHILADELPHIA

The National Congress of Mothers and Parent-Teacher Associations has the honor of having founded the first United Service Club for Enlisted Men in America at 207 S. 22d St., Philadelphia.

Since it was opened August 1, 1917, over 196,000 men have used the club, over 50,000 men have occupied the beds, and nearly a thousand mothers of enlisted men have been accommodated in the Mothers' Annex.

The club is under the management of the Philadelphia Army and Navy Camp Committee National Congress of Mothers and Parent-Teachers' Associations.

Its fame is world-wide, and it is cited as the model for similar clubs in other places.

### WASHINGTON

July 26, 1918, the National Congress of Mothers, opened its third United Service Club for Enlisted Men with an informal reception to which every one was invited.

Hundreds of people availed themselves of the privilege of inspecting the comfortable home-like house which has already extended hospitality to some thousands of boys. The register shows that from every state in the Union, from Scotland, France, England and Honolulu the enlisted men have come to this club—the most comfortable of any in Washington.

The Congress was fortunate in having in the reception line its president, corresponding and recording secretaries, three vice-presidents, and several members of the National Board. Receiving with them were Mrs. Newton D. Baker and Mr. Cyrus D. Stimson, of War Camp Community Service. Telegrams of congratulation from other officers were received.

Mrs. Baker sang many patriotic songs which were greatly appreciated.

The other United Service clubs established by the Mothers are supported locally, but for the National United Service Club the responsibility rests on all the members to see that its purchase and support are assured.

Surely an organization made up of mothers, fathers and teachers should be able to do its part in caring for the grown-up boys who are giving their lives to their country.

When one sees all that the Y. M. C. A. and Y. W. C. A. are doing, one is inspired with the hope that the National Congress of Mothers, although a younger organization, may appeal for public support with as much success as these other worthy groups of people.

October 15 to November 30, should be devoted by every local association in membership to raising funds for the War Work of National Congress of Mothers and Parent-Teacher Associations. It is not for the members' sons that this

work is done, but for the boys of all the people. It is therefore only right that all should be asked to contribute to the war work of mothers, fathers and teachers.

A fund of a million dollars could be used by the Congress greatly to the benefit of the country, and that is a small amount for an organization like the Congress.

### STATE HOSTESSES FOR NATIONAL CONGRESS OF MOTHERS UNITED SERVICE CLUB

Forty-eight states in the Union are sending boys to fight their country's battles. Every one of them is represented in the camps near Washington.

One feature of the National United Service Club embodies the plan to have each State Branch of the Congress provide a State Hostess for her State Day. As far as their duties permit, invitations to the boys from the home state will be extended.

Mrs. P. P. Claxton, Vice President of the Congress, is in charge of the hostesses. States which are unable to have an official hostess have extended the privilege of serving to the wife of one of their Senators or Congressmen.

### UNITED SERVICE CLUB OF BALTIMORE

#### DOING A GREAT WORK

It was getting late, but the indefatigable Lady in Charge for the evening sat at a desk in the library of the United Service Club writing a letter.

A rather weary looking private stood at the door in obvious uncertainty about something. Several minutes later the scribe looked up with a bright smile, handing him the finished letter.

"There," she said cheerily, "take this to Mrs. Paul Vann as soon as you get in Annapolis and I know that you won't feel that you are among strangers."

The boy's face flushed a dark red.

"Thank you," he stammered confusedly. "I appreciate your kindness, but I—well, I don't feel that I ought to take it."

"Why?" demanded she whose mission it is to see that homesick privates have companionship and encouragement. This particular private now shifted his position uneasily.

"Why?" repeated the questioner.

"Well, you see—my mother used to"—and he stammered out some unintelligible conclusion, with that pathetic humility which attends an acknowledgment of the inexorable line drawn by some classes of society between what are regarded as the worthy and the unworthy.

The Lady in Charge scanned the face of her visitor with an obvious lack of respect for all such lines of demarcation.

"Young man," she said, "I don't know what

you may have been before you came here. But I know you are offering your life for your country—and no man on earth can do more. It's such men as you—that the United Service Club was organized to help."

The private accepted the letter without further comment, but he left the room with a firmer elasticity of step than he had brought with him and there was a light in his eyes.

It's such men that the United Service Club was organized to help.

Since its organization last November under the able supervision of National Congress of Mothers, 40,000 men have been entertained at the headquarters, 204 and 206 West Fayette street, and 14,000 have slept in the five dormitories which have been opened in rapid succession as the work of the club expanded. Women as individuals and as organizations have united in tireless effort to promote the growth of the club and under its sphere of influence. A capable entertainment committee has been present each night and the soldiers have been urged to use the library and recreation rooms whenever they are in town. Dances held in McCoy Hall and the Masonic Temple have attracted hundreds of lonely men, and musicals arranged for every Thursday evening, Sunday afternoon, and Sunday evening have been well attended.

The club was established last fall with Mrs. Harry Elkins Parkhurst as chairman, shortly after the appointment of "service commissions" in every state by Mrs. Frederic Schoff, president of the National Congress of Mothers.

The incident quoted above is one of thousands. Letters of introduction are given by the Baltimore Club camps in other localities. Such letters are addressed to the service committees of the sections to which the soldiers have been sent. The result is that a boy who goes to a strange locality goes with the assurance that at the end of his journey he will find some mother who is eager and ready to interest herself in his welfare. The willingness of women to coöperate in this reach is shown by the fact that Mrs. Paul Vann, who was appointed chairman of the service committee in Anniston, had within a very short time enlisted the assistance of 300 women who stated their readiness to throw their homes open to soldiers who were referred to them by any of the service club branches.

Some idea of the effective network of committees may be inferred from the appointments in vicinity of all camps which have been made by Mrs. Schoff with the idea of reorganizing at some later time with the same women as the nuclei of clubs similar to those in Baltimore, Philadelphia and Washington.

All who visit the Baltimore club agree that it is filling a place heretofore left dangerously vacant in the life of the enlisted man. By no means the least important phase of its activity has been that which provides for the entertain-

ment of British and French soldiers and sailors who are temporarily in Baltimore. The foreign visitors to the club have left testimonials of gratitude and appreciation which are most pathetic. Their presence at intervals in the clubrooms has gone far to develop a spirit of cosmopolitanism and to throw light upon the war for democracy as it is viewed at various angles.

Men of all types and from all strata of society are represented at the United Service Club gatherings. Many have obviously been denied the advantage of culture and education. Some come with records which bear the imprint of very human failures. No questions are asked, however, for it is realized that in the splendor of battle each man may reach a height impossible in the routine of ordinary life, and that the sublime heroism of a moment is sufficient to efface a thousand petty failures, doubts, and self-despisings.

The club has labored to inculcate the principle of democracy and good fellowship. Many of its visitors have responded to this effort, with the result that a better spirit seems in some directions to be developing between officers and enlisted men. A French officer who visited the club recently commented upon the lack of friendliness between some newly-made American officers and their men.

"The snobbishness displayed by many of the younger American officers," he said gravely, "is utterly at variance with the spirit of the French and British officers. It is one of the most deprecable defects in the American military system. The newly-created American officer will have to change his spirit and his attitude if he expects his men to go over the top with him when he reaches France."

The Service Club is an example of what can be accomplished with volunteer work. Three servants and a housemother are employed at the Fayette street headquarters, but the greater part of the work has been done by women who, as individuals or as committees, have been constantly eager to do more.

Organizations which have coöperated include the Maryland Society of Colonial Dames, Maryland Daughters of the American Revolution, Daughters of the Revolution, United States, Daughters of the War of 1812, State of Maryland, Maryland Division of the Daughters of the Confederacy, Council of Jewish Women, Sorosis Club, Walbrook Fortnightly Club, Arundell Club, Woman's Club of Forest Park, Cornerstone Kindergarten, Child Welfare Circle, of Westminster; Mother's Circle, of Annapolis, and Mother's Circle, of New Windsor.

The club now owns 380 beds, which have been placed in the various dormitories. The Masonic Temple, which was the first to open a dormitory, uses 70 beds of its own. The other dormitories have been opened through coöperation with the Independent Order of Odd Fellows, the Junior



Order of American Mechanics, the Knights of Pythias and Brown Memorial Church.

An advisory committee of business and professional men has rendered splendid cooperation ever since the formation of the club, and committees of men have been active at all entertainments held during the season. Boy Scouts also have given their help from time to time and have been of the greatest assistance in distributing cards and invitations among soldiers and sailors.

#### PATRIOTIC WORK OF MOTHERS' CIRCLE OF MIDDLETOWN, PA.

1. When the U. S. called for investment in bonds we invested \$700 in Liberty bonds, \$100 in War Saving Stamps.

2. Gave over \$400 to the Red Cross, and \$20 toward Y. M. C. A. Library fund.

3. Made over 200 comfort kits, averaging \$1.00 each, which we gave to our local boys who were sent away.

4. We are now receiving contributions from our towns people, in little sacks we sent out some time ago from which we have already received nearly \$100.

5. We have assisted young gardeners by furnishing seeds, and stand ready at any time to assist the children.

We are much pleased with the copies of the MAGAZINE.

We have 200 members. Mrs. D. P. Deatrick is President; Mrs. Wm. A. Hill, corresponding secretary; Mrs. Fred Haeseler, treasure.

#### WAR WORK OF IDAHO BRANCH NATIONAL CONGRESS OF MOTHERS AND PARENT TEACHER ASSOCIATIONS

The thirteenth annual meeting of the Congress of Mothers and the Parent-Teacher associations was held in the United Presbyterian church of Nampa, Thursday, May 23, with morning, afternoon and evening sessions.

The convention was called to order by the president, Mrs. J. S. Dickie, of Boise.

Points in the president's report were: That four circles, Clatonia, Maple Grove, Liberty and Gooding, had been added since the last annual meeting, and that the congress had petitioned congress through Senator Borah for an increased appropriation for education.

Eighty delegates were present and reports read from 21 circles, representing four counties, as follows: Star, Franklin, Collister, Cole school, Washington, Longfellow, Park, Green Meadows, Pleasant View, Eagle, Valley Point, Five Mile, McKinley, Midway, Central Park, Lone Star, Washington circle of Caldwell, Central Mesa, Gooding and Fruitland. In almost every report it was stated that while the memberships had either not greatly increased or had decreased, that with the undertaking of Red Cross and other activities along the line of war work, there

was a decided increase in enthusiasm, which had greatly strengthened not only the local circles, but had also had its influence upon the state congress.

The greatest increase in membership was that of Gooding circle. The Gooding circle came into existence since Christmas and is less than five months old, and boasts a membership of 92. Fruitland, which had won the membership banner for 1917 gracefully relinquished it to the Gooding circle.

Gooding, the infant circle, reported banquets to fathers and sons. This circle has also to its credit a large number of knitted garments, and baby kits for the Red Cross, two memberships to the Y. M. C. A. in France, a considerable fund, and a service flag with two gold stars.

Midway, Pleasant View and Green Meadows were the star circles, in the amount of work accomplished, and the many and varied activities in which they took an active part.

Midway reported a large amount of work for the Red Cross. This circle has all during the winter months, served hot lunches to the children in the Midway school. It was the only circle to observe child-welfare day, February 15, when it collected a sum of money which it turned in to be sent to the National. This circle has a service flag with 19 stars, one of which is gold.

Green Meadows, with but 15 members, had taken part in the Fourth of July parade in Boise last year, in fact the first prize for the best float was awarded to this circle. Every meeting during this past winter has been a Red Cross circle, and in addition the circle met at one of the homes one day and laundered 180 hospital garments for the Red Cross. During the month of March it held the record for knitting, and in addition has raised almost \$50 for patriotic work.

McKinley reported a Red Cross auxiliary, and paying for grading the school grounds among other accomplishments for the year.

Star circle sent a delegation of 10, and reported that it had by serving luncheon to 200 persons at one time and another, raised over \$90. Its school is 100 per cent for Thrift Stamps. It has held monthly meetings in the high school including fathers' meetings, and has organized a patriotic league with a large membership.

Collister, made an excellent report of increased enthusiasm, and in addition to considerable war work done, the raising of a fund of \$105.

The Cole school has just completed its second year, with a membership of 20. It has held eight daytime and four evening meetings. Its Red Cross auxiliary has completed more than 200 garments for the Red Cross in addition to bandages. It has had pieced by the children in the school a large quilt which has been given to the Children's Home. Seventy children from Cole school were in the last year's Fourth of July parade. Largely due to the efforts of the members of the circle, it has oversubscribed its

quota, which was \$575, by turning in \$1100 to the Red Cross.

The congress, in appreciation of her 9 years of continuous efforts for the Congress of Mothers, and her eight years of splendid work as an officer in the state congress, voted \$50 for a life membership for their president, Mrs. Dickie.

The president in announcing the election of officers asked that her name should not be considered, as her duties as state chairman of the

National child welfare Committee would prevent her undertaking other responsibilities.

The balloting resulted in the election of the following officers: President, Mrs. W. N. Yost, Meridian; recording secretary, Mrs. S. J. Ewen, Green Meadows; vice-presidents, Ada county, Miss Lura V. Paine, Cole school; Canyon county, Mrs. Theo. Turner, Nampa; Payette county, Mrs. E. R. Madsen, Fruitland.

## The Mutual Benefit Reading Circle of Glendale, California

By ELEANOR J. TOLL

USING HOME EDUCATION DIVISION READING COURSE

We are today celebrating the second birthday anniversary of the Mutual Benefit Reading Circle, it having been organized on March 1, 1916.

The entire number of women that have enrolled with us as members during 1917-1918 is 108. Many of these have left us for various reasons, some having moved out of town, some having taken up student work, others professional work or business, while others have had prolonged illness in their families or have been ill themselves. At the present time, our list of active members numbers 70. These 70 attend the meetings with more or less regularity, and take part in the work of the Circle. We have one non-resident member, Mrs. James Peck of Brawley, who reads the books at the same time we are reading them.

Besides these members, we are glad to record that, during the past twelve months, we have entertained 171 guests. These, besides coming from our own vicinity, have given as their places of residence Los Angeles, La Crescenta, Burbank, Eagle Rock, Balboa, San Pedro, Pasadena, South Pasadena, Tropic (now Glendale), San Dimas, San Bernardino, Inglewood, Pomona, Petaluma, Hayward, Colorado Springs, San Marcial (New Mexico), Warsaw (N. Y.), Vancouver, B. C., and Saskatchewan, Canada. We have been specially glad to welcome these non-resident guests, as we have hoped that they might be induced to organize reading circles in their own communities.

During the past year, we have held 43 meetings. This is the 89th meeting we have held. During the hot weeks of July and August, when the housewife had much fruit-canning to do, we kept the work going, though with necessarily diminished numbers.

Our smallest attendance during the year was on August 22, when 6 members were present. Our largest attendance was on February 13, when 48 were present. Our average attendance for the first six months of last year was 25; for

the last six months it has been 36. For the whole year, the average attendance has been 30, as against 26 last year. This means more of a growth than the mere figures would seem to imply, when one considers the great activity of the Red Cross work in the community, as well as other additional demands upon the time of our women along other lines.

As the name implies, the main purpose of our Circle is the reading of certain books.

We have two classes of members: (1) those that are writing the reviews of the books, expecting, at the completion of the course, to receive from the National Bureau of Education at Washington, D. C., a diploma; and (2) those members who attend for the sake of what they can get of help or inspiration from the readings. Forty-eight reviews have been sent from the Circle to the Bureau of Education this year. There are at present 15 members who are working for the diploma.

Besides reading the above-mentioned books included in the Course prescribed by the National Bureau of Education, the members have read books from our loan library, which is composed of books and pamphlets (almost exclusively referring to child welfare) brought by our members from their own libraries. During the past year we have had 97 different books and pamphlets in circulation. These have been loaned 477 times. Mrs. R. T. Burr, who is the Chairman of Education for the Glendale Federation of Parent-Teacher Associations, is our efficient Librarian, not one book or paper having been missing or lost during the year.

Another educational feature that has been a part of our meetings this past year has been the response to roll-call with quotations from the best authors, each bearing some fine, helpful thought referring to the parent's relation to his child, or a bit of philosophy to help one over the rough places of life. Over 800 of these inspiring quotations have been given during this past year. Aside from the helpful suggestions con-

tained in the subject matter of these quotations, they have served to stimulate research and reading, they have strengthened the memory of the women (as the majority have been memorized), and they have given members confidence to do their bit in the meeting, encouraging them to take part in the discussions that have characterized each meeting, and to express their opinions fearlessly.

We have a Hospitality Committee of four members, who serve for one month at a time. The duties of these ladies are: (1) to introduce themselves to the strangers who are with us; (2) to introduce the strangers to all others they can; (3) to see that they are served at the tea-table, and made comfortable at noontime; and (4) to cordially invite them to become members, explaining to them what becoming a member means.

Since we have as members several women who have no children, or whose children are too small to be in school, and since there is so much being done at the present time to conserve along every line and assist the Red Cross in its fine work, we have encouraged the bringing of many useful articles to the Circle, to be duly turned over to the Red Cross for their disposition.

In a conspicuous place in our room there hangs a bag sent by high-school girls, asking for contributions of various things that may be worked up into useful garments for the Belgian and French orphans, in the sewing-classes at the high school. Mrs. C. M. Nichols has charge of these articles, also of infants' and small children's garments that our members contribute, making them for the war orphans out of material that would otherwise not be utilized.

Our Circle members contributed through the Circle a number of comfort bags, early last year. There has been much Red Cross knitting in progress at all meetings since last September. The leader is greatly pleased to see such work going on during the reading.

As auxiliary to the High-School Employment

Bureau, which is conducted as a means of aid to students and citizens of Glendale, we have two members who assist those in charge of the Employment Bureau in every way possible. They are Mrs. Harry Duey (for the boys) and Mrs. H. D. Lockwood (for the girls).

We have interchanged in the Circle over 50 tested and valued recipes that assist in food conservation. There have been handed in tried recipes for meatless, wheatless and sweetless days.

We have had the opportunity to do a little relief work this year. Many garments were turned in to outfit a baby arriving in a destitute family. A large quantity of shoes in various stages of wear has been delivered at the cobbler's shop at the Amelia St. School in Los Angeles, where the boys learning cobbling have repaired them and sent them out to be of use to the needy.

Our Glendale Librarian sent us word that she could buy some books that the mothers would like for their own reading along the lines we follow in our Circle. We sent in a list of 28 such books; and were gratified and surprised to receive word that these would all be placed upon the shelves for us. We are indeed grateful to our Librarian for her coöperation. At her request we also furnished a long list of children's books that we mothers would like to see in circulation for the children of our community.

It is interesting to note that within the year there have been two Circles established as an outgrowth of our own Circle, one in Glendale and one in Los Angeles. This Circle has proven its ability to take care of itself; now it is the leader's chief concern (and should be that of every member who believes in the value of the work) that more of these Circles should spring up everywhere. As Miss Lombard has written us, the chief difficulty seems to be that of leadership. There are many in our own Circle who are amply able to undertake such work, and your leader hopes you may pass on to your own locality any inspiration you as individuals have received from the Mutual Benefit Reading Circle.

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### **Training Kitchen for War Workers**

The department's demonstration and training kitchen in Washington conducted by the boys' and girls' section of the Office of Extension Work North and West, is a center of important training and demonstration activities. During the last year 73 State, assistant State, county, and local leaders of boys' and girls' club work have been given special training in this kitchen on methods of conducting war-saving demonstrations in canning, drying, and bread-making, and it is

also the center of instruction in other activities of the boys' and girls' clubs, such as garment making, poultry, corn, and potato demonstrations. The record of the year's work just completed shows that 486 complete demonstrations were given and 27 regular training conferences with leaders were held. The leaders carry this instruction to the thousands of junior American enlisted in this branch of extension work.

## Training Little Children

LEARNING TO PLAY AND WORK WITH OTHERS, THE CHILD'S FIRST LESSON IN SOCIAL TRAINING

THIS IS THE BIGGEST CONTRIBUTION OF THE KINDERGARTEN. WAYS OF PROVIDING FOR IT,  
EVEN IN SMALL FAMILIES

MRS. DORA LADD KEYES

I like to remember that Froebel said, "The nursery was my university." This statement gives every mother a bond of understanding and sympathy with Froebel and his ideals as they have been worked out in the kindergarten.

The best modern kindergartens center their programs largely around the natural home activities of the child. Hence even though mothers may find it impossible to secure kindergarten privileges for their children, materials and opportunities are close at hand with which to provide, to some degree at least, for this need.

Last February a laddie who was just "half past three," with hands well scrubbed and nails manicured, cut out thirty-eight valentine heart cookies for his mother. Before he had finished, he learned to be neat, quick, firm of touch and economical in his spacing. In addition he was unconsciously gaining a sense of participation and coöperation, and the feeling of being a "real help" to mother.

Last autumn the same little laddie gathered a large pail full of scarlet summer seeds, which we plant every spring around the play-yard fence.

Children love to have a place that is their "very own." My husband and I feel that the eight dollars we invested in a fence for a play-yard for our two boys were well spent. The play yard is fifteen feet square and contains a little cherry tree, some grass and a large space from which grass has long since disappeared. Here we put a big sand pile which when wet supplies dough for all sort of delectable bakery products, and when dry affords opportunities for constructing bridges and mysterious tunnels.

The play-yard is the place for tea-parties in the "hungry middle of the afternoon." It has not only supplied the needs of our own children, but is quite the social center of the neighborhood—too much so, one mother sometimes thinks!

Songs, stories, hand-work and nature-study are important lines of kindergarten activity which a mother can pursue at home with the help of a few good books and her own resourcefulness. The child deprived of kindergarten is not so likely to suffer for want of these activities as for the lack of the social training which, to me, is the biggest contribution of the kindergarten. The child needs to play with other children. "Here," says Jean Paul, "the first

social fetters are woven of flowers." And therein lies the unique value of the little play-yard. Children learn there to give and take, to adjust themselves to each other, and to coöperate. They also develop the initiative that makes for leadership.

Play in the play-yard is undirected so long as harmony prevails.

The neighborhood is the next larger natural group after the family and prepares the child for a conception of the larger school group and the community. In the summer I invite the children of the neighborhood—about sixteen in all—to come to our big lawn twice a week and join in our "Twilight Play Circle." During the winter I also invite them to come once a week to play indoors. We call the winter meeting our "Neighborhood Fun Club." I took my neighborhood as I found it, and the children vary from three-year-olds to two eighth-grade girls. One of the latter plays the piano for us and the other helps in numberless ways. I serve no refreshments.

Last winter we learned three simple folk dances and a number of the beautiful games that are so deeply rooted in the early social experiences of the race, such as "London Bridge," and "Here we go round the mulberry bush."

We also played other games suitable for a large number of children indoors, and learned about thirty riddles. Children who could read prepared special contributions, such as child poems of Eugene Field and Robert Louis Stevenson. Two little girls sang duets for us, and one day we had a little guest who taught us some charming solo dances based on Mother Goose rhymes.

The children's love of the dramatic was shown by their fondness for guessing pantomimes. A child usually planned a pantomime beforehand and then invited others to help him work it out for the rest to guess. Our pantomime material was drawn largely from Mother Goose, Æsop's Fables and well-known fairy tales.

Our "Fun Club" takes some of my precious spare time as well as a considerable amount of energy, but I feel that it pays for myself as well as for the children. It makes me realize what Froebel's friend meant when he said, "It is like a fresh bath for the human soul when we dare to be children again with children."



## **Republic Boys Winning Fame**

MILITARY TRAINING TAKEN UP AT REDINGTON INSTITUTION—FIFTY NOW WITH COLORS

The boys of the William T. Carter Junior Republic, who constitute Troop 5 of the Easton Council of the Boy Scouts of America, are making fine progress in military training under the instruction of Sergeant J. H. Waltman, of Easton.

In addition to the regular military tactics, a rifle range will be established and the boys trained in marksmanship. This well known school has a record of service in the present crisis, that is most gratifying to its many friends and commends its system of government and training in developing character and resourcefulness in boys of every type. About fifty of the boys whom it has educated from early boyhood to young manhood are now with the colors and nearly every one enlisted in the service. One young First Lieutenant, now at the front, had been acting as Judge Advocate in one of the camps and writes that his experience as boy judge in the Republic has enabled him to make wise decisions in the cases brought before him.

Many of the boys are non-commissioned

officers in every branch of the service. The press has noted the valor of one young sergeant, who has been cited twice for bravery, and to whom President Poincaré presented his own gold wrist watch in recognition of the boy's heroism in going into No Man's land under heavy fire and bringing back four wounded men. This lad had the honor of carrying Captain Roosevelt from the field when wounded. The spirit of the boys in the service has been splendidly matched by the older boys now at the Republic, who though more than eager to join their comrades at the front, have sacrificed these ambitions and those who know boy character can appreciate what a sacrifice it is, to do a patriotic service on the farm connected with the school. Forty acres of wheat are now being threshed, besides all the other crops on its 186 acres. The Carter Junior Republic has raised its boys to be soldiers, for service has always been emphasized in the life and thought of the school.

## **Teaching Children to Play the Game**

MRS. MAX WEST

During the summer months, while American soldiers in the front-line trenches have been demonstrating that they possess the ability "to play the game," the Children's Bureau of the U. S. Department of Labor, acting with the Woman's Committee of the Council of National Defense, has been conducting a Recreation Drive, in an attempt to bring home the importance of play in fostering those qualities of courage and resourcefulness that make not only good soldiers but good citizens. The Duke of Wellington said that the battle of Waterloo was won on the cricket fields of Eton. On the playgrounds of America, boys and girls must receive the training that is to fit them to do their part in keeping the world safe for democracy when the war is over.

Many parents do not realize the training and discipline to be obtained by a child from neighborhood games. Such games increase physical adeptness, train the eye, and develop in a child the ability to respond instantly to the direction of the leader. They foster in him the habit of subordinating himself to the need of the group with which he is allied. They teach him the value of "team-work." He learns, in brief, "to play the game," a lesson that will always be valuable to him.

Fathers and mothers should accept as one of

the responsibilities of parenthood the leading and encouraging of group games for children. No neighborhood can be called an ideal place for young people to grow up in until the people who live there accept the fact that they are under a moral obligation to provide a place, a time, and a leader for games and sports. One of the sorry sights of any city or village is that of a crowd of young people—oftentimes very young indeed—wandering about seeking amusement where no amusement has been provided for them. Especially in war time, when the air is full of disturbing influences, the provision of recreation, abundant and free, is necessary in every community. The neglect to provide such recreation has been named as one of the causes of the increase in juvenile delinquency in European countries since the war. Furnishing attractive, wholesome play is the best of all means of keeping children out of mischief.

One of the very best and most wholesome forms of recreation lies in the playing of the old familiar games, which call for no expensive equipment, and are within the reach of every community. Suggestions for playing them will be found in the booklet, "Twelve Good Games," which will be furnished free upon request by the Playground and Recreation Association of America, 1 Madison Avenue, New York City.

## The School, the Child, and the Circus

By HALLIE DUPREE SHIPMAN

The circus has always been a bone of contention between the child and the school teacher, whereas it should be a bond to cement their mutual respect.

A few days before the circus the child invents excuses to keep him out of school. He begs for nickels, questions his teacher and hopes his class will be dismissed for the performance.

The teacher lays a heavier task on the room, threatens the pupils with suspension, and in her heart wonders if there will be enough students to hold school. The very same pupil to whom he assigns a lesson he threatens with punishment if he attempts to see the live specimen. The physical culture teacher holds his classes daily in exercises but discourages the pupils from seeing the results in the activity of the circus—the beautifully proportioned bodies, the agility, the grace, and the perfect physical poise of the performers, wrestlers, tumblers, and equestriennes.

Instead of this feeling of antagonism, when the first bills are posted for a circus, the classes in natural history, physical culture, geography and drawing should devote a few minutes of lesson time each day to the study of the circus. Let them learn the correct names of the animals, and mark the places on the map where they live and thrive. Learn of their food, their color and if any reason why they are marked. Get familiar with their tricks in finding their food, how they bear and raise their young and whether easily tamed.

The physical culture and athletic students will gain great confidence by watching the trapeze performers. Let them note with what accuracy each movement is made. The tumblers' and wrestlers' muscles are perfectly developed and

their bodies are rounded with well-padded shoulders, elbows and knees. The horseback riders balance on a running or galloping horse with the ease and grace of a bird. One will notice the intelligence a horse displays by watching him do his turn, and the dogs are a constant delight to both children and grown-ups with their high jumping and cunning tricks.

Zoos are established all over our country and maintained by the government. They are meant to be educational. The more training a child has before going to a zoo, the more he will enjoy and profit by the visit. Generally, when one is visiting in a large city, there are so many things to explore and enjoy the mind becomes too confused to appreciate many of the wonderful sights. If one is not familiar with animals, reptiles and birds, after walking and sightseeing for many day, when he comes to visit the zoo he will be so disturbed that he will not be quite certain that the elephant does not lay eggs or the hippo eat fish. If however he has read of and studied the various animals and reptiles in his classes and at the circus it will be like meeting old friends to see the massive bear and watch him devour his heavy meal or the boa constrictor, which takes its food alive. It will be no surprise to find the elephant has two teats between her front legs instead of the hind, although she is called a cow and bears her young one at a time.

I wish every teacher and parent could see in the circus an opportunity to enlighten the children, quicken their interest in their lessons and feel the bond of interest strengthened between the child's heart and the heart of the grown-up, which should always retain a part of its youth.

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### Success

I hold that man alone succeeds  
Whose life is crowned by noble deeds,  
Who cares not for the world's applause,  
But scorns vain custom's outgrown laws;  
Who feels not dwarfed by nature's show,  
But deep within himself doth know  
That conscious man is greater far  
Than ocean, land, or distant star;  
Who does not count his wealth by gold,  
His worth by office he may hold,

But feels himself as man alone,  
As good as king upon a throne;  
Who, battling 'gainst each seeming wrong,  
Can meet disaster with a song,  
Feel sure of victory in defeat,  
And rise refreshed the foe to meet;  
Who only lives the world to bless,  
Can never fail; he is success.

—Southern Workman.

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October's foliage the tree adorns  
With gold and crimson June has never known.  
No air of spring, nor breath of summer morns  
Shames the faint fragrance of an autumn noon.

So in life's onward pathway cooler light  
On beyond three score and ten is shed  
More rich and varied, calm, consummate, bright,  
Than glowing fell while earlier days were sped.

**The Unselfish Mother's Answer To Edwin Markham**

BY DR. JAMES L. HUGHES\*

God gave my son in trust to me;  
Christ died for him, and he should be  
A man for Christ. He is his own,  
And God's and man's, not mine alone.  
He was not mine to "give." He gave  
Himself that he might help to save  
All that a Christian might revere,  
All that enlightened men hold dear.

"To feed the guns!" Oh, torpid soul!  
Awake and see life as a whole.  
When freedom, honor, justice, right,  
With heart aflame and soul alight,  
He bravely went for God to fight  
Against base savages whose pride  
The laws of God and man defied,  
Who slew the mother and her child,  
Who maidens pure and sweet defiled.  
He did not go to "feed the guns,"  
He went to save from ruthless Huns  
His home and country and to be  
A guardian of democracy.

"What if he does not come?" you say;  
Ah, well! My sky would be more gray,  
But through the clouds the sun would shine.  
And vital memories be mine.  
God's test of manhood is, I know,  
Not "will he come?" but "did he go?"  
My son well knew that he might die,  
And yet he went, with purpose high,  
To fight for peace, and overthrow  
The plans of Christ's relentless foe,  
He dreaded not the battlefield;

He went to make fierce vandals yield,  
If he comes not again to me  
I shall be sad; but not that he  
Went like a man—a hero true—  
His part unselfishly to do.  
My heart will feel exultant pride  
That for humanity he died.

"Forgotten grave!" This selfish plea  
Awakes no deep response in me,  
For, though his grave I may not see,  
My boy will ne'er forgotten be.  
My real son can never die;  
'Tis but his body that may lie  
In foreign land, and I shall keep  
Remembrance fond forever, deep  
Within my heart of my true son,  
Because of triumphs that he won.  
It matters not where any one  
May lie and sleep when work is done.

It matters not where some men live;  
If my dear son his life must give,  
Hosannas I will sing for him,  
E'en though my eyes with tears be dim.  
And when the war is over, when  
His gallant comrades come again,  
I'll cheer them as they're marching by,  
Rejoicing that they did not die.  
And when his vacant place I see,  
My heart will bound with joy that he  
Was mine so long—my fair young son—  
And cheer for him whose work is done.

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**I Did Not Raise My Boy to Be a Soldier**

BY EDWIN MARKHAM

O mothers, will you longer give your sons  
To feed the awful hunger of the guns?  
What is the worth of all these battle drums

If from the field the loved one never comes?  
What all these loud hosannas to the brave,  
If all your share is some forgotten grave?

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**Uncle Sam Supplies Films**

One motion-picture film is now being supplied every two weeks by the United States Department of Agriculture for release in the *Universal Screen Magazine*. These films show in an interesting and educational manner some of the activities of the department and of the important lessons which the department is trying to teach. Films that have already been released show work of the pig clubs, road build-

ing, forest-fire prevention, poultry management, cattle and sheep grazing on the national forests, types of horses, coöperative berry growing in the Pacific Northwest, the Government's method of tree planting on the national forests, how the department regulates logging on the national forests, and the work of the forest ranger.

\*(Greater significance is given to these lines of Dr. Hughes by the fact that his own son was killed in action some time ago and now lies buried in France.)

### Value of Parent-Teacher Associations

Commissioner Claxton, head of our great educational system has been investigating the work of the Parent-Teacher organizations throughout the United States. He recently made this statement:

"The biggest thing in this nation, so far as I can see, is the fullest possible development and use of the Parent-Teacher Associations. An association should be organized in every community in the United States. It is the keystone of a vigorous, virtuous democracy."

### Annual Conventions of State Branches National Congress of Mothers and Parent-Teachers' Association

INDIANA—Fort Wayne, November 4, 5, 6.

IOWA—Ames College, October 23, 24, 25.

MASSACHUSETTS—Pittsfield, October 9, 10, 11.

MINNESOTA—St. Paul, November 6, 7.

NEW JERSEY—Trenton, November 9.

NEW YORK—Gloversville, October 9, 10, 11.

OHIO—Centerville, October 3, 4, 5.

PENNSYLVANIA—Coatesville, October 24, 25, 26.

### Coöperation of Parents and Teachers

#### TO PARENTS

Parents and teachers are both educating the same children. It helps the children to have mutual friendly understanding, sympathy and a common purpose. No teacher and no parent can do justice to the children *without* this coöperation.

Acquaintance with the teachers of your children will help the children more than you realize. One of the first things for parents to do when school opens is to have a reception for the teachers, to which all parents are invited, and where a spirit of good will and mutual helpfulness may be established. Partners in the greatest of all interests, the guidance of the children, must consult and know what each can do and how each can help the other.

#### TO TEACHERS

The value of the parent-teacher association to teachers is no longer a question. Harmony

and united purpose are its results. From superintendents in several states which as yet have no state branch of the Congress invitations have come to have a state branch organized by the National President. Kentucky is working steadily and enthusiastically toward 100,000 paid members before January, 1919. State Superintendent Gilbert and Miss Gardner, National Organizers, are conducting whirlwind campaigns for organization, visiting many schools in a day.

No other state has set its goal so high for the first year of work. Any teacher desiring literature with definite suggestions may secure it by sending request and three-cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Massachusetts Avenue, Washington, D. C.

A series of lectures illustrated with slides which is being prepared by George F. Zook, Professor of Modern European History, Pennsylvania State College, for Committee on Public Information. The lectures and slides have to do with the various war activities of the United States up to this time. The cantonments, airplanes, the Navy, shipbuilding, the trenches and many other features of the war are described in an interesting and instructive way. Each lecture is accompanied by from forty-five to sixty-

five slides which are being sold at the nominal price of fifteen cents each. The lectures and slides will be available for use about October 1. Superintendents and teachers should begin now to plan for these lectures. They will find them just what is needed to give their pupils an intelligent idea of what our government is doing to win the war.

For further information address the Division of Civic and Educational Publications, Committee on Public Information, Washington, D. C.



## Programs for Parent-Teacher Associations for 1918-1919

### NUMBER ONE

#### COÖPERATION OF PARENTS AND TEACHERS

*Address by Principal of School or Superintendent  
Covering following Points—Discussion*

What lines of education is the school supplying. What amount of home study is required? What coöperation can parents give the teachers?

How far does the school meet the special needs of the community?

Is any effort made to inform the community as to what the school is doing?

What advantages may be secured by publicity as to school needs?

What are the requirements of a standard school in your state?

Does your school meet these requirements?

If not, what can a Parent-Teacher Association do to aid in bringing the school up to standard?

What will it cost to standardize in money, in work?

Who will help?

What is the rank of your high school?

What proportion of the children continues through high school?

### NUMBER TWO

#### COÖPERATION OF PARENTS AND TEACHERS

*Address by Member of Board of Education.  
Covering following Points—Discussion*

Define the duties and powers of the Board of Education.

Are the members elected or appointed?

How many are members? Are any mothers on Board?

What amount of money is appropriated for the schools?

What has been done for school sanitation?

What is the water supply? If a well is it regularly cleaned and kept covered?

How are the school rooms ventilated and lighted?

Are desks so arranged that light comes from the left or rear of pupil?

Are desks adjustable to the height best adapted to each pupil?

How is your school building cleaned?

How frequently are desks, floors and windows washed?

Are class rooms regularly fumigated?

What are the washing facilities? Towels? What kind?

Explain method of heating.

What is the required maximum and minimum temperature for class rooms?

Is there a thermometer in each room?

What effect has an overheated room on the class work of children?

Has your state a school law regulating the construction of school buildings, and controlling the system of heating, lighting and ventilation?

What is the condition of toilets? Is privacy insured?

Are disinfectants used regularly?

What is the condition of the school grounds?

How is your school protected against fire?

Do you have fire drills?

What can a Parent-Teacher Association do to coöperate with Board of Education in its work for the schools?

### NUMBER THREE

#### COOPERATION OF PARENTS AND TEACHERS

*Address by Physical Director or Physician or  
President of County Medical Association  
—Health of School Children—Discussion*

Is there physical inspection of children in your school?

Why is physical inspection a community question?

What are the rules of your school governing contagious and infectious diseases?

Are these rules observed conscientiously in the homes of the school children?

If not what should be the penalty for non-observance?

What assistance can parents give in the early recognition of symptoms of contagious diseases? What can teachers do in this direction?

Suggest ways of securing it.

Inform parents how many children are in each grade.

How many children under each teacher?

Compare the enrolment of the school with the average daily attendance.

How does irregular attendance and lack of coöperation on the part of parents affect the efficiency of the school?

What is the average amount of truancy, and the causes?

Explain the administration of compulsory education system.

Have you a kindergarten as part of school system?

If not, explain why not.

Have you manual training and domestic science departments?

Explain advantages to parents.

What is the health department of your county or town doing for the schools?

Have you free dental inspection?

If not what can be done to secure it?

Have you eye and ear specialists to examine children?

What is done in your community for defective children, the mentally deficient, the needy, the wayward?

How can a Parent-Teacher Association coöperate with health department and teachers in prevention of school epidemics and, in promotion of good health of all the children?

What special work do you recommend for this year?

#### NUMBER FOUR

##### TOPIC

##### *Recreational Resources for Children*

Every child should have opportunity for recreation.

It is enjoyed all the more if wisely guided by parents and teachers.

##### *Conference of Parents and Teachers*

Assign one question or more to different individuals to get varied opinions.

How can parents meet the natural desire of boys and girls for association with each other in their recreation?

Should school children be permitted to attend evening entertainments on school days?

How many parents open their homes regularly to the young people for their pleasure and entertainment?

What forms of entertainment are offered?

Have you planned outdoor sports for fall and winter that would include all school children?

Would it inspire children to greater interest in school work to have some special recreation to anticipate each month of school year?

Have you a glee club, a choral club an orchestra a dramatic club, a tennis club, a basketball team—in your school?

If not can you secure coöperation of men or women specially interested in either of these subjects to inaugurate such clubs in the school.

Would not such groups be interested to entertain each other on Friday evening or Saturday?

What are the recreational resources for the youth of your community? If you do not know will you investigate and learn what is good and whether any are harmful?

Is your school building equipped with an auditorium suitable for social gatherings? If not can it be made available by movable desks?

Is there a moving picture machine in your school?

Are the school grounds used for playgrounds?

What is their equipment?

Are there other grounds available for play?

Why should home, church and school give careful attention to programs of recreation for children?

#### NUMBER FIVE

##### TOPIC

##### PARENTS' COOPERATION

##### *Home Preparation for the School Child—A good night's sleep*

What time should children go to bed?

How many hour's sleep is required?

Is the sleeping room supplied with fresh air, open windows and warm bed clothing?

Do you provide good bathing facilities and require daily use of them before retiring?

Is breakfast ready at an hour that gives time to eat it quietly and without haste?

Do you send the children to school with a loving Goodbye, happy and full of good will, with a parting injunction that will inspire the best efforts of the child in school?

Do you instruct your children concerning their duty in consideration and courtesy to others, in studious attention to their teachers, in a general spirit of helpfulness, in special care and sympathy for less fortunate children?

Are you at home to greet them on their return, to learn from them how the day has gone, to praise where possible, to kindly suggest where mistakes have been made, to see that they have proper opportunity for play before further study?

What place do you provide for house study that insures quiet and a good light?

Do you know what is expected for home study?

If you find the child is too weary to think clearly in the evening, have you realized how much more quickly the mind acts in the morning?

What other things do you think the home may do to help the school in its work for your children?

Ask the teachers whether there is a difference in the ability and spirit of children thus prepared for the day's work.

### National Congress of Mothers, Incorporated 1897

Would you not like to do something that will count to eternity? What you put into bricks and mortar perishes.

To put into the heart of every little child the desire to do right; and to show him how to develop his God-given possibilities is to leave an impress on the world that nothing can erase.

To help parents and teachers in their great work of child nurture, so that physically, mentally and morally the child shall grow "into the image and likeness of God" is a work which increases in importance as one's thoughts are turned toward the eternal verities.

Will you not let the Congress carry the influence of your life to the help of little children after you can no longer do it here?

Will you put a clause in your will that will provide for this?

The following form of bequest is advised:—

"I hereby give and bequeath to the National Congress of Mothers the sum of \_\_\_\_\_ dollars."

This sum shall be paid to the treasurer of the National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

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## PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR SEPTEMBER

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

**FIRST TOPIC—President's Desk—Program Number One, Page 25.**

**SECOND TOPIC (To be assigned to another member).**

What Parent-Teacher Associations in other States are Doing.

**THIRD TOPIC (To be assigned to third member).**

Current Events in Child-Welfare

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 3 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

**Have you Contributed to National Congress of Mothers United Service Club for Enlisted Men—Cooperating with War Community Service**



**New Headquarters National Congress of Mothers and Parent-Teacher Associations, 1314 Massachusetts Ave., Washington, D. C. Dedicated to United Service Club for Enlisted Men, During the War—and as long as necessary thereafter.**

**Will You Do for these Boys in or near Washington What You Would Like Some Mother to do for your Boy Wherever He May Be?**

**IS YOUR BOY AMONG THESE ?**

Over 200,000 enlisted men of the army and navy are stationed in the vicinity of Washington. They come from every state of the Union. Mothers and fathers of every state are therefore directly concerned that in Washington these men may have the hospitality of mothers, home influence and good lodging at moderate cost.

Thousands more of them are in Washington than can receive such hospitality and comfort, for Washington people are taxed to the utmost to meet the demands that war conditions have brought upon them.

The National Congress of Mothers has taken upon itself the provision of a United Service Club for the comfort and pleasure of these boys from ever state, and in any branch of the service.

**It has dedicated to this great patriotic use its new headquarters for the period of the war**

**and reconstrution, reserving only necessary office room for its national work for child welfare.**

To meet the demands of its great work for home and for country the National Headquarters Committee and Army and Navy Camp Committee have purchased a large and spacious mansion at 1314 Massachusetts Avenue, and have secured the cooperation of the War Community Service in meeting the cost of equipment and running expenses of the Club.

**The Congress asks the copöeration of all patriotic men and women in raising the amount necessary to meet the purchase price of the building and for such improvement as will meet the requirements that are demanded.**

Mail contributions to WASHINGTON LOAN & TRUST Co., Treasurer Army and Navy Camp Committee National Congress of Mothers, Washington, D. C.

## Further Contributions to Building Fund, National Congress of Mothers, United Service Club, Washington, D. C., for Enlisted Men

Miss Harriet Painter	
Elizabeth Huff	
Mary B. Beistel	
Caroline Steele	
Emma Ryan	
Elizabeth Bovard	
Mary Louise Lyon	
Hetty Jamison	
Jeanne Hunter	
Mary Lewis	
Sara Eicher	
Wm. Robbins	
Edwin Macfarlane	
Joseph Bair	
Joseph Steel	
Robert Cross	
James Bovard	
Henry Painter	
Louis Schmertz	
Mrs. H. C. Beistel	
Betty S. Harris, Frankfort, Ky.	\$ 3.00
Lida E. Gardner, Carlisle, Ky.	5.00
P.-T. A. of Lovejoy, Pa., Nellie F. English, Sec.	2.10
Mrs. C. D. Wheeler, Hope, Pa.	.25
E. L. Harper, Baltimore, Md.	5.00
Longfellow School, Kansas City, Mo., Mrs. Charles Sandstrom	2.95
Bevier M. C., Mrs. Elizabeth Evans	3.50
Mrs. N. G. Fiant, Wichita, Kansas	1.00
Woman's Public School Association, Hollister Mass.	5.00
Riverton P.-T. Assn., N. J. Mrs. L. W. Mor- ris, Texas	17.20
San Antonio Council of Mothers, Texas, Local P.-T. Assns.	311.25
Mrs. L. M. Robinaux, Saginaw, Mich.	.12
Mrs. Ada M. Foster, Natchez, Miss.	1.00
Mrs. J. H. Young, Washington, D. C.	1.00
Campbell School P.-T. Assns., Springfield, Mo.	3.00
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Mother of Enlisted Man, Philadelphia	5.00
Mrs. Griffith, Washington, D.C.	5.00
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Mrs. Emma E. Cameron	1.00
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Mrs. Gus Louis	1.00
Mrs. Maurice D. Rosenberg	1.00
Mrs. John Hervey Young	1.00
Mrs. Ellen C. Lombard	1.00

Greensburg \$100.00

### Work

#### WORK!

Thank God for the might of it,  
The ardor, the urge, the delight of it—  
Work that springs from the heart's desire,  
Setting the brain and the soul on fire—  
Oh, what is so good as the heart of it,  
And what is so glad as the beat of it,  
And what is so kind as the stern command,  
Challenging brain and heart and hand?

#### WORK!

Thank God for the pride of it,  
For the beautiful, conquering tide of it,  
Sweeping the life in its furious flood,  
Thrilling the arteries, cleansing the blood,  
Mastering stupor and dull despair,  
Moving the dreamer to do and dare.  
Oh, what is so good as the urge of it,  
And what is so glad as the surge of it,  
And what is so strong as the summons deep,  
Rousing the torpid soul from sleep?

#### WORK!

Thank God for the pace of it,  
For the terrible, keen, swift race of it,  
Fiery steeds in full control,  
Nostrils aquiver to greet the goal,  
Work, the Power that drives behind,  
Guiding the purposes, taming the mind,  
Holding the runaway wishes back,  
Reining the will to one steady track,  
Speeding the energies faster, faster,  
Triumphing over disaster.  
Oh, what is so good as the pain of it,  
And what is so great as the gain of it?  
And what is so kind as the cruel goad,  
Forcing us on through the rugged road?

#### WORK!

Thank God for the swing of it,  
For the clamoring, hammering ring of it,  
Passion of labor daily hurled  
On the mighty anvils of the world.  
Oh, what is so fierce as the flame of it,  
And what is so huge as the aim of it?  
Thundering on through death and doubt,  
Calling the plan of the Maker out,  
Work, the Titan; Work, the friend,  
Shaking the earth to a glorious end,  
Draining the swamps and blasting the hills,  
Doing whatever the Spirit wills—  
Rending a continent apart,  
To answer the dream of the Master heart.  
Thank God for a world where none may shirk—  
Thank God for the splendor of work!

Angela Morgan.

## Compulsory Marriage

The kind, paternalistic German Government, which so thoughtfully looks after the welfare of its people, has turned its solid attention to the falling German birth rate. Without a smile, it is presumed, upon the face of a man, a commission appointed to look into the matter has proposed a characteristic solution.

The remedy is to punish by fines or imprisonment every person who is not married at twenty and every married couple who do not have children. By way of compensation, subsidies are to be granted to parents in proportion to the number of their offspring and their financial circumstances.

It must be admitted that the problem is grave, from the German point of view. In the three years, 1915-17, the birth-rate decline was equivalent to the death of 2,000,000 children. There was, moreover, an alarming increase in infant mortality. The normal death rate of 151 babies in each 1,000 in 1913 had increased after a single year of war to 164 in Prussia, 173 in Saxony and 193 in Bavaria. It has been growing ever since, so that today infant mortality in Germany is 50 per cent. higher than in England and Wales.

Notwithstanding the gravity of the matter, the proposed solution would be unthinkable in any occidental country except Germany. An American commission which should suggest it, if conditions were the same here, would be lucky to get off with a tar-and-feathers party. It needs only a moment's reflection upon what this would mean to the womanhood of a country to realize the full horror of it. Yet there is not the slightest indication that any one of the investigators doubted either the wisdom or feasibility of the plan.

Just such things as this are almost enough to bring the world to despair in its undertaking to make Germany a neighbor fit for the rest of us to live with. Such monstrous misconceptions of the powers and privileges of the nation's rulers are the fundamental reasons why civilization is at war with her. What can be hoped of a people that, under any conceivable hypothesis, would turn the regulation of its most sacred domestic relationships over to the police, or would deliver its daughters into what amounts to a state of legalized prostitution?

## Social Extension Department, Jenette H. Bolles, Chairman, 1459 Ogden St., Denver, Colorado.

As the Department of Social Extension has but recently been added to the list of National Departments, in order to form a working committee, each state president is asked to appoint a chairman of Social Extension from her state and send the name of the appointee to the National Chairman.

The work of the Department of Social Extension is to foster, encourage and support all community activities of a social nature, especially those of the young people of High School age. To accomplish this end we must have freer use of the homes and the use of the school

buildings for social centers. It is better for the community to furnish a large share of the community entertainment than to have it in the hands of outside or commercial agencies.

In view of the great need for the proper development of the social side of life for our young people, it is important that the members of the Mothers Congress and Parent-Teacher Associations recognize this problem and endeavor to find a solution. Each community has its own problems, but by consultation and comparison many valuable, as well as practical, suggestions may be obtained.

## A Birthday

### THE BOY

"The birthday of Christ the Savior is here.  
It's Christmas day of every year.  
And do the angels on that day,  
All give him presents with which to play?  
Then does his Father give them, too,  
As father gives to me and you?"

### THE MOTHER

"My little lad, there are angels fair,  
Who of Lord Jesus, take great care;

But presents on his Christmas tree  
Are sent by people like you and me.  
The gifts He loves to sparkle there,  
Are this world's jewels, large and rare:"

"A joy in giving your fellow man,  
To love and cherish him all you can:  
And truthfulness to shine and flare  
Are some of the jewels, He counts rare.  
So don't forget his tree, my lad:  
Go give Him presents to make Him glad.

HELEN M. PARSONS.